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ABSTRACT

During 1996, the Center for Adult and Continuing Education (CACE) at the University of the Western Cape, South Africa, was in a process of rapid transition. Staff participated in a retreat during which a vision of CACE's work was rebuilt. CACE staff were closely involved with the Western and Northern Cape Provinces Departments of Education in the development of their adult basic education and training plans for professional development. A significant development was the launch of the distance Advanced Diploma for Educators of Adults in the Northern Cape. The Certificate Program, a 2-year part-time distance education course for adult educators, was delivered for the ninth year. Three of six modules of the certificate were completed. The Continuing Education Program conducted successful activities in these areas: provision of nonformal education workshops; CACE publications; consultations; conferences and seminars; networking adult educators and trainers; the CACE Resource Centre for provision of educational support and resources; and development of a proposal to develop a Program of Lifelong Learning. CACE continued three international exchange programs with the Fircroft-CACE Academic Links Program; Center for Adult Educators; and Steelworkers Humanity Fund. Research projects undertaken were Social Uses of Literacy Project, Adult Education and Training in the Context of Globalization, and staff research for higher degrees. (Appendixes include lists of conferences and workshops attended and papers, articles, books, and presentations.) (YLB)

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ED 408 435

Adult Learning

"The Key to the 21st century"

Annual Report 1996

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CACE

CENTRE FOR ADULT AND CONTINUING EDUCATION

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UNIVERSITY OF THE WESTERN CAPE

Cover Top : National Minister of Education, Professor Sibusiso Bengu; MEC for Education in the Northern Cape, Ms Tina Joemat; Ms Melita Mohlala of Abet Division in Northern Cape; with learners during International Literacy Day, Kimberley, September 1996.

Cover bottom :
Nosipho Sikutshawa, Certificate student.

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1996
Annual Report

Centre for Adult and Continuing Education (CACE)

University of the Western Cape

CACE ADVISORY COUNCIL

Chairperson, Rector of UWC : Cecil Abrahams

Dean of Faculty of Education : Wally Morrow

Representative of Faculty of Education : Glenda Kruss

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Representative of SRC :

Director of CACE : Shirley Walters

CACE Staff Representative : Joe Samuels

Representative of SACHED : Roy Williams

Representative of Literacy Co-operation Group (W Cape) : Lynn Helm

Invited Individuals : Vacant

CACE Staff 1996

Back row from left to right: J. Geidt, A. Ntunja, T. Sardien, S. Wanza, S. Walters, Z. Groener. Middle row from left to right: R. Crowder, E. Schutter, L. Alexander, H. Swartland, N. Dayile.
Front row from left to right: N. Martins, J. Samuels, S. Towfie, J. Dickie.
Lying down: D. Kapp.

CACE Staff 1996

Director and Professor
Shirley Walters B.A., P.G.T.D. (UCT), M.Ed (Manchester), Ph.D. (UCT)

Full-time Lecturers
Lucy Alexander B.A. (WITS), B.A.Hons (WITS), B.A.F.A. (UNISA), Dip. Adult Ed. (UCT) (From July)

Roy Crowder B.A. (Oxon), M.A. (UCT), P.G.Cert.Ed. (Leicester), Dip. Adult Ed. (Leeds)

Nomvuyo Dayile Higher Dip.Med.Tech (Edendale Tech. College PMburg), Adv. Dip. Adult Ed. (UWC) (From July)

Zelda Groener Higher Dip.Soc.Work (UWC), M.Sc. (Edinburgh), Ph.D candidate (UCLA)

Salma Ismail B.A., Hde., B.Ed., M.Phil (UCT) (Until June)

David Kapp Adv. Dip. Adult Ed. (UWC)

Joe Samuels B.Sc. (Hons), M.Phil. (UWC)

Tony Sardien B. Soc.Sc. (UCT), Adv. Dip. Adult Ed (UWC)

Hayley Swartland B.A.Hde. (UWC)
(from August based in the CACE Kimberley office)

Bev Thaver B.A. (UCT) M.A. (York) (Until June)

Jonathan Geidt B.Sc. (Soc.Anth. L.S.E), M.A. (City Polytech.London)

Resource Centre Co-ordinator
Albert Ntunja B.Soc.Sc. (UCT), H.D. LIS (UCT) B.A.Hons (UWC)

Administrative Staff
Eunice Christians (Until April)
Nonkonzo Martins (From June)
Suheimah Towfie
Elizabeth Schutter
Sonia Wanza (From June)

Part-time Accountant
Glynis Lawrence

Visiting Professor (August 1996 – March 1997)
Jane Dickie, Director of Women's Studies, Hope College, Michigan, USA

CACE Position Statement

(adopted in 1992)

WE AIM :

1. To contribute to the development of theory and practice of adult education in a critical, rigorous academic and professional way, amongst community-based and other adult educators.
2. To participate in the building of the national system of adult education which contributes towards the reconstruction and development of an equitable, just and democratic society in South Africa.
3. To participate in and encourage community orientated services as legitimate parts of UWC's functioning.
4. To participate in the global movements of critical adult educators particularly those located in the 'south', in order to contribute to sustainable, human development.

WE SEEK TO ACHIEVE THESE AIMS THROUGH :

- the non-formal and formal education and training of community-based and other adult educators
- research
- networking nationally and internationally
- developing and publishing materials
- providing support and resources to adult educators
- participating in and developing relevant university and community structures.

Contact Address & Telephone Numbers

CACE

University of the Western Cape, Private Bag X17, Bellville 7535, South Africa

Tel: (021) 959-2798/9, Fax: (021) 959-2481, E-Mail: caceuwc@wn.apc.org

Web site: http://wn.apc.org/cace/

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INTRODUCTION

There is major rethinking of adult education and training globally. Many of the issues are raised in a forthcoming book which CACE is co-publishing with Zed Books entitled *Globalisation, Adult Education and Training*. The issues have also been apparent in the preparatory meetings held during 1996 in the lead up to the Fifth International Conference on Adult Education which is being organised under UNESCO's auspices. This will be held in Germany in July 1997. Some CACE staff have been involved in the preparatory meetings in Africa, Asia and Europe.

The Conference intends to bring together the different actors involved in adult education practice (governments, NGOs, academics, other UN agencies, international and regional multilateral financing institutions, aid agencies, amongst others) to *"forge a world-wide commitment to adult and continuing education in the perspective of lifelong learning aimed at :*

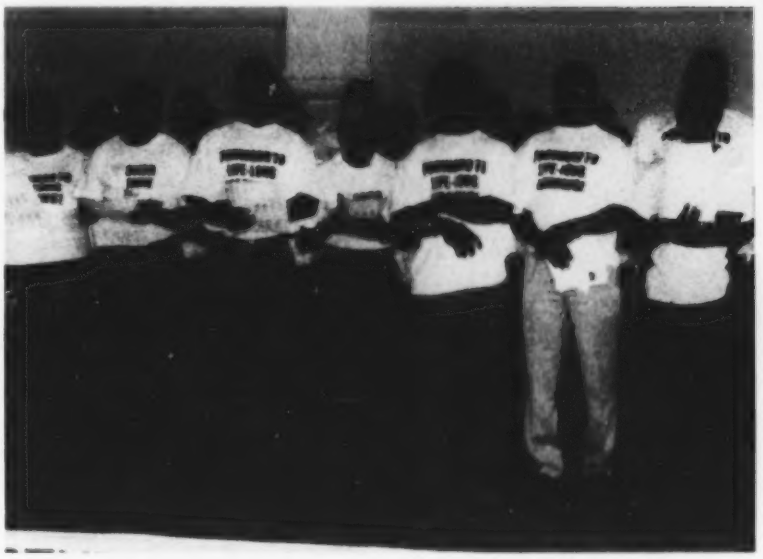
1) facilitating participation of all to sustainable and equitable development;
2) promoting a culture of peace based on freedom, justice and mutual respect and
3) enhancing the quality of life of women and men of all ages."

The Conference, which has "Adult Learning – The key to the 21st century" as its theme, is particularly pertinent for South Africa. This is because a key question for many adult educators and trainers located within the democratic tradition is: what should we be doing in order to enhance the possibilities for a more people-centred social and economic programme of transformation to succeed in South Africa, at a political moment when global economies dictate neo-liberal market-based policies as the only acceptable solutions?

The new South African government has adopted a policy framework, the Reconstruction and Development Programme (RDP), which contains the long-standing demands of the democratic movement for a more radical social and economic programme of transformation. Fundamental transformation is urgent as South Africa, among comparable middle income developing countries, has one of the worst records in terms of social indicators (health, education, safe water, fertility) and amongst the worst records of income inequality. Poverty has a strong racial dimension with nearly 95 percent of the poor being black. To turn around the poverty-stricken reality of 70 percent of the population will not only take a long time but also requires the political will and a great deal of resources.

The impact of globalisation and the neo-liberal policies that dominate the world and therefore the restructuring of South African political,

economic, social and cultural realities are very powerful. Some argue that the closure of the RDP office earlier this year and the Growth Employment and Redistribution (Gear) Strategy which was published are evidence of this. But the critical question that the South African government is confronting is how to combine formal democracy, an open, growing economy, and people-centred development.



Learners at International Literacy Day, Kimberley

South Africa is having 'to build a nation' at a time when the nation-state is tending to become less important in the world. Global economic forces are inclined to minimise differences and national borders at a time when South Africa is needing to build political unity and recognise differences amongst its diverse population of 40 million people who speak 11 languages, who have been systematically organised along racial lines, and who vary widely across divisions of culture, gender, social class, and regions. There is a sense amongst some adult educators and trainers that the tide is too powerful that there is no alternative but to go with it. But there are others that recognise that they must join forces in a process of "globalising from below". A key challenge for adult educators and trainers is to build solidarity in a context of competition.

The South African case throws up the starkness of developments around the world. There continues to be a great deal of interest in what South Africans are doing to grapple with the contradictory pressures within the field. In the field the realities are very mixed. On the one hand at a rhetorical level the importance of lifelong learning has been recognised in various policy documents. For example, the National Commission on Higher Education has identified the need for the future of higher education to be located within a notion of lifelong learning. The South African Qualifications Authority (SAQA) is being established. The area of adult basic education and training (ABET) has been given recognition with at least some state support. Also, the first national Adult Learners Week campaign was successfully run by a consortium of organisations and individuals under the auspices of the Adult Educators and Trainers Association of South Africa (AETASA).

On the other hand, many more NGOs have failed to obtain financial support so have had to close or reduce their services. State services,

certainly in the Western Cape Province, are struggling to maintain even the very low levels of service that they have. There is manifestly very limited understanding of the central role that adult education and training must play if there is to be political, social and economic progress. This was graphically illustrated in the new legislation relating to schools which did not address adult education and training at all in that context. There is hope though that the new Human Resource Development Strategy of the Department of Labour will give new impetus to education and training in the workplace.

In general terms, there is still a very unfortunate tendency in South Africa to reduce adult learning to ABET instead of seeing it in health, welfare, economic, social, and cultural development. This is not unusual but there is a growing realisation around the world that adult learning throughout life is one of the keys to facing the challenges of the 21st Century. It is the aim of the UNESCO Conference to lay a strong basis for increased international commitment and cooperation so that emerging *'best practice'* can be shared and the scale of delivery increased. It is therefore important that South Africa is well represented at the Conference both by state, civil society organisations and business. On the local level it is important that the second national Adult Learners Week from the 2 March is well supported in order to educate the South African public to their new right to adult basic and further education which is enshrined in the Bill of Rights.

From left to right: Alfred Seabe (WC, tutor), Jonathan Geidt (lecturer) and Anthea Nefdt (WC, tutor). Certificate Tutor Training Workshop.

ADMINISTRATION

In order to revise the work and direction of CACE and to build cohesion amongst staff, several of whom are new, all staff participated in a retreat at Noupoort Conference Centre, Piketberg in late November. Prior to the retreat there were several processes within the different programmes in order to reassess and to plan. The administration team presented a useful report under the leadership of the co-ordinator, Sonia Wanza, as did the other presenters. The retreat helped to consolidate the staff team through the re-building of a vision of CACE's work. A firm foundation was laid for constructive work in the new year.

CACE staff planning ahead to the 21st century

Staffing

There were several staff changes in CACE this year. Three staff resigned. They are Eunice Christians after nine years of service, Bev Thaver after six years and Salma Ismail after three years with CACE. We greatly appreciated all of their contributions to CACE's work.

Zelda Groener returned after over three years of study leave in the USA. She has submitted her doctoral thesis for examination. Joe Samuels was on study leave in the first half of the year and Roy Crowder from late July. Temporary short term assignments were undertaken by Marian Clifford, Doug Reeler, Louise Sterling, Minnie Venter, Cathy Gush, Kathy Watters. Aso Balan assisted with administration until May and Hayley Swartland assisted with setting up the CACE Kimberley office from August.

Shirley Walters was promoted to senior professor in recognition of her outstanding contribution to the university and the field. She becomes the first woman in the history of UWC to be promoted to this position.

Committee Work of Staff

This included serving on several CACE committees, other university committees, and on committees of a range of community and non-governmental organisations (NGOs). The CACE Management Committee (CMC) was serviced by Shirley Walters, David Kapp, Roy Crowder, Bev Thaver, Eunice Christians in the first part of the year and later Zelda Groener, Lucy Alexander, Sonia Wanza and Joe Samuels joined the director. CACE was represented on the following UWC committees:

a) Faculty of Education – Faculty Board, Research, Higher Degrees, Appointments, Executive, Planning, B.ED, Academic Development, Student Affairs, Teacher Inservice Project.
b) Senate committees – Senate, Senate Academic Planning (SAB), CACE Advisory Council, Gender Action Committee, Vice-Rector Selection Committee.
c) Council committees – Senate rep on Council, Faculty rep on Planning Committee.
d) Other – UWC Worker's College, UWC Savings and Credit Cooperative, UWC Academic Staff Association, Joint Bargaining Forum, Vice-Rector's Advisory Committee.

CACE /Ministry of Education Northern Cape Partnership Agreement being witnessed by Minister Bengu with MEC Tina Joemat, Edith Vries (Rector's Rep, UWC) and Shirley Walters (CACE) looking on.

CACE staff served on the following adult education-related organi-sations and committees : Association for Adult and Continuing Education (AACE), the Adult Educators and Trainers Association of South Africa (AETASA), the Western Cape Province Education and Training Forum (WCPETF), Western Cape Province ABET Advisory Committee, ABET National Stakeholders Forum, Association of Tertiary-based Adult Educators and Trainers (ATBAE), National Training Board Working Committee 10, National Department of Education's Committee of Universities and Technikons involved in ABET, National

Literacy Co-operation (NLC), ABE Development Services, South African Institute for Race Relations (SAIRR) Headstart project, Use Speak Write English (USWE), Planning Committee of International Consortium for Experiential Learning Fifth World Conference; Gender Trainers Network, National Access Consortium, Further Education Commission's Reference Group.

Funding

Funding has come from the following funders: the Charles Stewart Mott Foundation, Anglo American Chairmans Fund, Kagiso Trust, Joint Education Trust, the Independent Development Trust, Steelworkers Humanities Fund, Swedish International Development Agency, Engen, Liberty Life, BP South Africa, Students Services Council, the German Adult Education Association (DVV), Desmond Tutu Trust Fund. We are very appreciative of the ongoing support from the funders.

From left to right: Myner Bovu (N Cape tutor), Wilfred Moller (N Cape tutor) and Johanna Stoffels (WC tutor). Certificate Tutor Training Workshop.

The university currently funds the posts of 3 lecturers, 1 professor and 1 administrative assistant. All other posts are funded privately. The accounting function has been coordinated by Glynnis Lawrence who has worked closely with the UWC Finance Department.

We wish to thank our funders for their continuing support and Andre de Wet, Registrar of Finance, and his staff for their co-operation during the year.

Accommodation

During the last year CACE students and staff have continued to feel the loss of the CACE Hall that was converted to a student recreation centre. The university has yet to provide adequate substitute accommodation and this has frustrated both staff and students alike, especially those on the certificate programme. Office space is still limited with several staff sharing space with one or more.

In order to rationalise the use of computers and to improve staff effectiveness a Local Area Network has been installed and managed by David Kapp. We are still anxiously waiting to be linked into the UWC network. ■

PROFESSIONAL TRAINING OF ADULT EDUCATORS AND TRAINERS

The importance of the professional development of adult educators and trainers has been emphasised by the recognition of ABET and human resource development (HRD) as part of the reconstruction and development of the country. National and provincial plans are being developed for systematic delivery. CACE staff have been closely involved with the Western and the Northern Cape Provinces Departments of Education in the development of their ABET plans.

In the Northern Cape Province (NCP) we have a formal partnership with the Ministry and Department of Education and Culture. On the 8 September, International Literacy Day, there was a formal ceremony recognising the partnership. This was witnessed by the national Minister of Education, Professor Sibusiso Bengu. Both the Certificate and Advanced Diploma programmes have been delivered in the NCP from 1996. During 1995 a great deal of groundwork had been done in order to prepare for this.

The National Training Board continued to explore the concept of the 'Education and Training and Development Practitioner' (ETDP) through an action research project under the auspices of Working Committee 10. CACE's courses are operating broadly within the ETDP framework.

Nationally there are attempts to streamline the professional development of adult educators and trainers. On the one level, the practitioners are organising themselves through the Adult Education and Training Association of South Africa (AETASA). On another, under the auspices of the ABET National Stakeholders Forum (NSF) of the national Department of Education, a process is underway for the setting of standards for ABET practitioners to link into the National Qualifications Frame-work (NQF). CACE staff members have been actively involved in these processes.

Group photo of Certificate Lecturers and Tutors

CACE's experience in distance education is being recognised in the university and the Rector has set up a Task Group on Distance Education which will draw on this experience in order to develop a university-wide approach to this mode of delivery. ■

ADVANCED DIPLOMA COURSES FOR EDUCATORS OF ADULTS

The launch of the distance Advanced Diploma for Educators of Adults in the Northern Cape was a significant development during this past year. CACE now offers two Advanced Diploma Courses - a distance course for students in the Northern Cape and a campus-based course. Roy Crowder was overall co-ordinator of the Advanced Diploma courses in the first half of the year and Zelda Groener in the second half.

The main innovation in Advanced Diploma work this year has been the development of materials based curricula while still running a full campus based teaching programme as well as delivering the distance course in the Northern Cape. Roy Crowder convened the course work teams which created the curricula and managed the process of materials development and production. During the second semester Zelda Groener, as well as pioneering our delivery in the Northern Cape, led the first experiment with providing a campus based course using our newly developed distance materials. As we explore the use of distance learning modes we believe these innovations help us become better able to reach a broader spectrum of learners.

Certificate Tutors and Lecturers enjoying a well-earned break during Tutor Training Workshop.

The Advanced Diploma in the Northern Cape

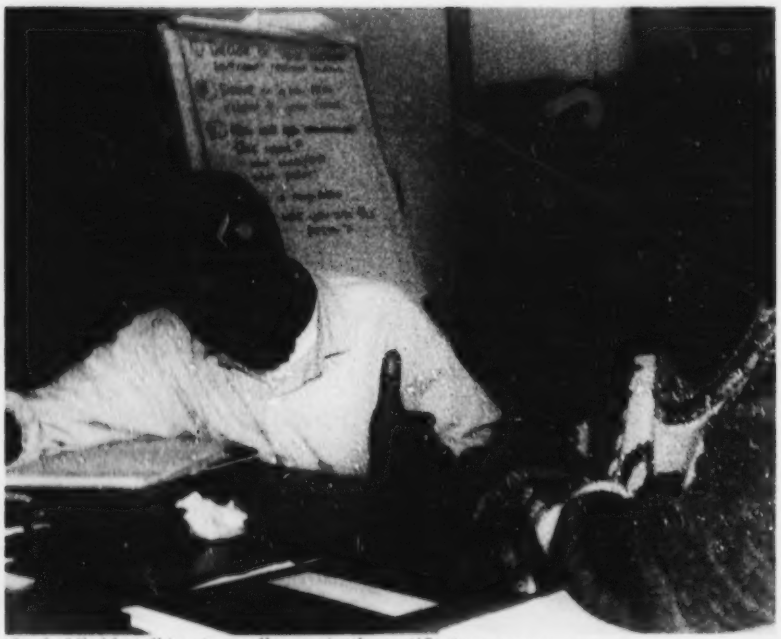
The distance Advanced Diploma for Educators of Adults in the Northern Cape Province was launched in Kimberley this year. 36 students registered for the course. 23 students have been promoted to their second year. The majority of the students are actively involved in 'adult centres', while others are involved in NGOs and industry. Students live in different parts of the Northern Cape and have had to travel from Upington, Magogong, Barkly West, Douglas, Hanover, Noupoort, Colesberg and De Aar to attend study sessions in Kimberley. As many students are reliant on public transport and taxi services, they often have to make extraordinary efforts to participate. For instance, some students arrive at train stations during the early hours of the morning where they have to sleep until dawn when the taxi transports them to Kimberley. Despite these adverse conditions, students' attendance and punctuality have been remarkable.

ADVANCED DIPLOMA COURSES FOR EDUCATORS OF ADULTS

During the past year we met with students for 4 four-day study sessions during which time we introduced students to the course materials, enabled them to develop study skills and engaged them in discussions and debates. Developing course materials has been a major challenge and we are thankful to Marian Clifford and Doug Reeler who assisted in this regard. Marian assisted with the development of the course on Adult Basic Education and Training (ABET) which was offered in the first semester. Marian and Doug both assisted with the course on Adult Education and Training Theory and Practices (AETTP) which was offered during the second semester. Zelda Groener was the course co-ordinator. Distance tutoring and support was facilitated mainly by telephone. Although many students do not have telephones in their homes, they have managed to communicate by using public facilities. Students provided support for each other through study groups.

Campus-based Advanced Diploma for Educators of Adults

23 students completed their final year of the course during 1996. Although the mode of delivery for this course has been face-to-face, students experienced resource-based learning during the ABET course in the second semester. Janice McMillan and Marian Clifford assisted with tutoring and teaching in the second semester. Roy Crowder was coordinator in the first semester and Zelda in the second.



Sicelo Nkohla talking to a colleague in the certificate programme.

During 1997 the new course will be 'resource-based' where the written materials developed for the distance course will be used. Students will meet for face-to-face tutoring on eight Saturdays during the academic year rather than weekly sessions. We are hoping that this format will give access to more students who find it difficult to attend weekly meetings.

Administrative support was given in the first half of the year by Suheimah Towfie and Aso Balan. From July Nonkonzo Martins was appointed to assist with both courses.

CERTIFICATE FOR EDUCATORS OF ADULTS

The Certificate Programme is a two-year part-time distance education course for adult educators, which is now in its ninth year of delivery. Those admitted to the course do so with a minimum of a Std 8 although increasing numbers enter the course with a Std 10; the Certificate course has therefore the potential to act as an access course to higher education. Over the years, the primary target audience has been marginalised communities of the Western Cape and the West Coast up to Namaqualand. This year, the course has extended its boundaries geographically to include students in the whole of the Northern Cape. The implementation of the Certificate in the Northern Cape Province is seen as one way to help to build capacity of ABET personnel in the province. Recruitment and selection was undertaken in partnership with the Ministry, and in contrast to past practice, some students were accepted without work experience.

1996 was the first year of a two-year cycle for 71 students in the Western Cape and 77 in the Northern Cape Province. The following table provides a profile of the students and their progress.

WESTERN CAPE PROVINCE
Gender: 59% women; 41% men
Region: 18% rural
Std 10 qualification: 52%
Percentage progression rate: 89%
Passed: 63 students

NORTHERN CAPE PROVINCE
Gender: 70% women; 30% men
Region: 18% from Springbok and surrounding towns
29% from De Aar and surrounds
20% from Upington and surrounds
33% from Kimberley and surrounds
Std 10 qualification: 48%
Percentage progression rate: 74%
Passed: 57 students

Within the student body a large proportion are mother-tongue speakers of Xhosa, Afrikaans and English with a smaller proportion of Tswana speakers.

Curriculum and Materials Development

Three of the six modules of the Certificate were completed in 1996, namely *Adult Learning, Teaching Methods* and *Organising Skills*. CACE's existing distance education workbooks were used to guide students through these courses; regular written and practical assignments provided the students with feedback on their progress and formed the continuous component of their assessment which is

CERTIFICATE

combined with an end-of-year examination. Some materials required updating. The *Contextual Studies* and *Basic Research* modules have been rewritten by Louise Sterling and Jonathan Geidt respectively. Next year *Adult Learning* will be revised.

Student support

Apart from correspondence and limited telephone counselling, five study weekends served as the main opportunity for contact between CACE staff and the students: these two to three day workshops for all students are held in Kimberley and Cape Town and aim to introduce new sections of the workbooks, to explore areas of difficulty with students, to develop computer literacy, to strengthen reading and writing skills as well as to introduce students to the use of libraries. During the face-to-face component of course delivery, a variety of study skills sessions and community-related education workshops and field trips were arranged. These included presentations on local government, environmental issues, vigilantism, group dynamics, and local history in the Northern Cape.

As part of our distance education support system, students are expected to meet fortnightly in Study Groups of between 5 - 14 with trained tutors who live in their regions. Together they work through sections of their workbooks, prepare for assignments and discuss problem areas. This important aspect of student contact and support relies on the recruitment of motivated, creative and committed tutors, familiar with adult education methodologies.

A number of new part-time tutors were employed this year and received induction and training at CACE through two workshops held in Cape Town in the second half of 1996. Support for tutors in the Northern Cape has been more difficult than in the Western Cape, and in some areas tutor-support has not been sustained.

The new tutors in the Western Cape are Anthea Nefdt, Deon Visagie, June Roodt-Saldahna, Funeka Loza and Alfred Seabe. They joined CACE's very experienced tutors, Johanna Stoffels, Rachel Balie and Tom Johnson. In the Northern Cape, Don Ramah, Eddie Thebe, Lisanne Le Roux, John Adams, Myner Bovu, Wilfred Moller, Hayley Swartland and Phillip Antonie joined the tutoring team.

Attendance at Study Groups has fluctuated in accordance with students' own needs and commitments but distances in the Northern Cape have had a negative impact on sustaining this key element of CACE's student support model. This is an area which needs to be strengthened in the coming year, and will be assisted by CACE's increased personnel capacity in the Northern Cape Province.

Future trajectory for the Certificate course

1997 will be the second year of delivery of the current Certificate course; during this year, CACE will be engaged in planning for certain

developmental changes in the Certificate. In the context of policy developments in adult education, CACE is in the process of re-assessing the level at which the Certificate course is delivered, that is as a foundation qualification for adult educators.

A number of national developments demand that CACE evaluates the qualification level and sustainable funding of the Certificate. Contributing factors are the processes which have been embarked upon towards a National Qualifications Framework, the reconceptualised role for adult educators and trainers as Education and Training Development Practitioners to accommodate a wider grouping of practitioners, the disparities between the level of the CACE Certificate qualification and those being developed at other institutions and the fact that the course is presently donor funded and may not be sustained in the coming five year period. Research has been commissioned, and the findings will be considered in the course of 1997, so that steps to re-shape the course can, if necessary, be taken before January 1998.

The B.ed Module on Adult and Continuing Education

46 students took the course with 43 completing successfully. Judging from the attendance figures and assignment marks there were high levels of commitment from students, many of whom study part-time. An evaluation of the course suggests that the course was largely successful in achieving its aims. The course concentrated on the political and social context of ABET. An effective system of feedback on drafts of written work may have been responsible for helping to sustain interest. Students were asked to investigate and assess an ABET programme in the light of national ABET policies and there were several outstanding responses.

The course was co-ordinated by Jonathan Geidt and taught by Joe Samuels, Tony Sardien, Jane Dickie, Jonathan Geidt and Shirley Walters.

External Examining

Roy Crowder was external examiner for the B.Ed course on Adult and Continuing Education at the University of Venda, the Advanced Diploma for Educators of Adults (by distance) at University of Natal, Pietermaritzburg, and the Advanced Diploma for Educators of Adults at the University of Cape Town. Shirley Walters is external examiner for the Department of Adult Education, University of Zimbabwe.

Post Graduate Degrees

Two thesis masters student and one doctoral student are being co-supervised by Roy Crowder and Shirley Walters. The one masters student is from the University of Montreal, Canada. ■

C.E.P.

Continuing Education Programme

CEP is responsible for the continuing education and training of community-based and other adult educators. This involves

1. Provision of Non-formal Education Workshops
2. Development of training handbooks and other publications
3. Provision of seminars and conferences
4. Consultations
5. Networking with practitioners and their organisations locally, nationally, and internationally
6. Provision of educational support and resources through the CACE Resource Centre
7. Provision of leadership in the university for continuing education policy.

The CEP had a successful year with numerous highlights. The full-time staff are Joe Samuels as co-ordinator; Tony Sardien as a specialist on the 'race', class, gender and culture training; David Kapp as computer networker, Elizabeth Schutter as administrator and Albert Ntunja as Resource Centre co-ordinator.

In this report we will describe the major activities:

Provision of Non-formal Education Workshops

This involves the running of our own programmes, the facilitation and design of educational programmes on request from other organisations, and the joint running of programmes in partnership with others.

Anti-racist and anti-sexist training for practitioners has been a key focus area for several years. In the last few years the emphasis has been on the integration of `race', gender, class and culture within a broader framework of challenging power relations. This year a number of courses and consultations occurred. The importance of integrating the issues into the formal courses in a consistent way was taken forward through materials-development, through the running of workshops for tutors on the certificate programme, and presentations in the B.ed course. A distance-education course, which builds on prior experience, will be finalised during 1997.

Examples of programmes

• A diploma course run from April - May on Organisational change strategies, specifically affirmative action.
• A course on Integrating `race', class, gender and cultural issues into the education of adults was part of a course for principals run by Grassroots Educare Trust in July 1996.
• A workshop on `Race' and gender discrimination and people with

disabilities, October 1996.
• Co-planning and participating in the Men's Gender workshop, October 1996, with GETNET
• 'A Drama in Education Course' for adult educators exploring 'race', class, gender and culture issues was run from 3 August - 9 November 1996.

CACE Publications

Books produced by CACE have continued to sell well, both locally and internationally. We have had unsolicited positive feedback on our books from adult educators in countries around the world. They have been reviewed and advertised in a wide range of journals and magazines. One new publication was co-published with ZED Books and co-edited by Shirley Walters and Linzi Manicom, "Gender in Popular Education: Methods for Empowerment". This was launched on National Women's Day at an event co-hosted with the Gender Advocacy Project and the Cultural History Museum and attended by over 300 people.

Participants at the launch of the book "Gender in Popular Education".

Consultations

Several CACE staff act in consulting capacities for a range of individuals and organisations in informal and formal ways. Formal consultations included two weeks in Namibia for Shirley Walters as a member of a consulting team to the National Literacy Programme of the Ministry of Education in Namibia. CACE staff acted as consultants to the Ministry and Department of Education in the Northern Cape and will be working closely with them over the next few years. Joe Samuels participated in several consultative meetings in the run up to UNESCO's World Conference on Adult Learning in Hamburg, Germany, July 1997.

Conferences and Seminars

CACE co-hosted an international conference with the Centre for Adult Educators (CAE), University of Linkoping in November 1995. The conference focused on "Adult Education and Training and its Role in National Reconstruction and Development: Lessons from the North and South". Follow-up to the conference has included the production

C.E.P.

and distribution of the conference report and the preparation of a manuscript for publication by ZED Books in England. An editorial committee drawn from the conference met twice during the year under the convenorship of Shirley Walters. Other members were: Maurice Amutabi (Kenya), Keith Jackson (England), Ove Korsgaard (Denmark), Pauline Murphy (Northern Ireland), and Teresa Quiroz (Chile).

Roy Crowder was Assistant Conference Co-ordinator of the Fifth meeting of the International Consortium for Experiential Learning which was held at UCT. Three hundred delegates from twenty six countries met in the first week of July to consider the theme `Reconstruction and Development: Experiential Learning in a Global Context'. As well as a full programme of academic papers and experiential workshops, the conference included a very wide range of site visits and tours on each day so that delegates could experience the realities of South Africa's educational context more directly.

Networking adult educators and trainers

In the last three years CACE has been playing a key role in organising the field of adult educators and trainers. It assisted in the establishment of the Association of Adult and Continuing Education (AACE) in 1993 and provided the secretariate in 1994. AACE together with other provincial associations formed the Adult Educators and Trainers Association of South Africa (AETASA). This organisation has provided leadership to the field. Joe Samuels is currently the chairperson.

Keith Jackson (UK) and Teresa Quiroz (Chile) during a meeting of the Editorial Board for the "Globalisation, Adult Education and Training" book.

CACE's support to AETASA included assistance with the organisation of the successful first National Adult Learning Week in March. This was a high-profile campaign to promote a culture of lifelong learning across the country, celebrating the contribution made by adult learners and practitioners to adult education and training; and to promote the need for a national, integrated education and training system. The campaign was co-ordinated by a coalition of organisations from the state, NGOs, and private sector. It involved many thousands of people and utilised TV, radio, and printed media. Awards were given to outstanding adult learners and facilitators. The outstanding facilitator's award went to a CACE alumnus and previous staff member, Ntombi Makwasa. The second ALW is being planned for March 1997 and

CACE is playing a central role in this.

Other networking and support for the field have come through the staffs' active involvement in many provincial and national structures. CACE staff have been very active in the standards-setting processes for ABET practitioners with Joe Samuels chairing a national task group. A specific programme to develop the professional capacity of adult educators with regard to outcomes-based education is currently being set up.

Other networking among adult educators occurred through David Kapp's assistance to organisations. CACE's database of adult educators and organisations, including a comprehensive mailing list of just over 900 community-related organisations in the Western Cape, remains an important networking tool and is a much sought-after resource.

The CACE Resource Centre

The CACE Resource Centre stocks a wide selection of adult educational material. A major challenge which the Resource Centre has had during the year is the servicing of students in the Northern Cape Province. Albert Ntunja, the co-odinator, has visited the Northern Cape on several occasions and has arranged for CACE materials to be stored at various venues in Kimberley, Upington, Noupoort, Namaqualand, and Carnavon for use by our students.

A significant activity has been the organisation of a continuing education Microcomputers Course for librarians. This will be run in January 1997 for librarians from historically disadvantaged institutions.

The Resource Centre annually provides three students with the opportunity to learn about resource centres, develop intellectual and administrative skills through UWC's workstudy programme. The co-ordinator provides on-the-job training, as well as monitoring and evaluating the progress of the student assistants. This year the students were Melford Janda, Mzikazi Nkele, and Ivy Senne.

An external preliminary evaluation of the Resource Centre was conducted and this will form the basis of its future direction.

University-wide Initiatives

A major proposal for the UWC to develop a Programme of Lifelong Learning by 2001 has been developed by Shirley Walters during a visit to the University of Missouri. This has been presented to the Rector and is currently being developed further for formal submission to the leadership of the university. Within the Faculty of Education a standing committee on Continuing Education has been proposed and will hopefully be established in 1997. ■

INTERNATIONAL LINKS

Important contacts were made or maintained with adult educators from various parts of the world through visits to CACE, through staff travelling elsewhere, or through the active electronic networking undertaken, particularly by David Kapp.

Exchanges/Linkages

CACE has three international exchange programmes. The first one is the Fircroft-CACE Academic Links Programme which is coordinated by Roy Crowder and Keith Jackson, principal of Fircroft College of Adult Education, Selly Oak Colleges, Birmingham, England. It is sponsored by the British Council. The aims of the programme are for staff members to learn from each others' developing work in the areas of: anti-racist and multi-cultural education for democracy; the training and formation of education, training and development practitioners; and our understanding of theory and practice of popular education especially in relation to policy developments in adult education and training systems.

Above: Kavena Shimhopileni of Namibian College of Open Learning (NAMCOL) and Nomvuyo Dayile (CACE) during an exchange.

Below: Bernt Gustavsson (University of Linkoping) and Salma Ismail during his visit.

Shirley Walters visited Fircroft in March when the editorial committee met whilst preparing the book on *Globalisation, adult education and training*. Polly Wright visited CACE from Fircroft in July to participate in the International Consortium for Experiential Learning at UCT and to explore the work being done in Drama in Education, especially in the field of health, at CACE and in Cape Town as a whole. Roy Crowder visited Fircroft in October to participate in the College's orientation programme, to study experientially-based access to education which the college offers in Birmingham's inner city, and to do doctoral-studies preparation work.

The second programme is with the Centre for Adult Educators, University of Linkoping, Sweden. This is sponsored by SIDA. In 1995 a major part of the programme was the co-hosting of the international conference in Cape Town in November. In 1996 the major effort related to the preparation of a manuscript for publication. A new proposal for the extension of the linkage is currently being prepared.

A third programme is with the Steelworkers Humanity Fund in Canada. As part of this, Tony Sardien visited Toronto in May. He was exposed to anti-racist and anti-sexist educational methodologies in NGO, trade union and university contexts.

International Visits

In addition to the exchange visits, the following visits were made by CACE staff. Joe Samuels was invited to co-facilitate a conference in Quebec, Canada in May. He participated in consultative meetings in Germany and Senegal in preparation for the UNESCO Conference on Adult Learning in 1997. He was invited to accompany the MEC for Education in the Western Cape on a study tour to Denmark in early February. Shirley Walters was invited to deliver an address at the World Education Association's twin seminar in Denmark and Hungary in August. She also travelled to Namibia as consultant to the Namibian Literacy Programme. She undertook a UWC/University of Missouri exchange visit in October/November during which time she developed a proposal on a *Programme of Lifelong Learning at UWC* . Jonathan Geidt visited England and Austria to attend a conference. Roy Crowder attended seminars and meetings at the Tavistock Clinic and Institute, London; the Local Government Centre at Warwick University; the Social Work Department at the Coventry University; and the Kinsway Mental Health Research Unit, Derby University during his visit to England. David Kapp visited Zambia on behalf of the Rural Foundation.

Teresa Quiroz (Chile) and Edicio dela Torre (Phillipines) dancing with ribbons representing the South African flag at the seminar in Hungary.

International visitors included Dr Bernt Gustavsson, University of Linkoping, Sweden, on a study visit for 2 weeks; Professor Jane Dickie who is on sabbatical at CACE from Hope College, Michigan, USA from August to March 1997; Ms Margie Bertrand who is a masters degree research student from Montreal, Canada, for 6 months; Ole Bisleth from Denmark on a study visit for 2 weeks; Mary Matengu and Kavena Shimpolieni from the Namibian Open Learning College (NAMCOL) on a study visit for 3 weeks; Polly Wright visited CACE for two weeks as part of the Fircroft/Cace British Council Academic Links Programme. ■

RESEARCH

Specific Research Projects are :

Social Uses of Literacy Project

The Social Uses of Literacy Project came to an end officially in June 1995 but the publishing of the book which captures the research findings was achieved in 1996. The book is co-authored by Mastin Prinsloo and Mignonne Breier, "The social uses of literacy: Theory and practice in contemporary South Africa", SACHED Books, South Africa and John Benjamins Publishing Company, USA.

This was a joint project with UCT, funded by the Joint Education Trust. Researchers used ethnographic research methods to explore the uses of literacy among people who are traditionally the target of adult literacy programmes. At CACE, researchers focused on work sites: the minibus taxi industry, farms, a factory and a school. The CACE project was co-ordinated by Mignonne Breier. The book was launched by JET in Johannesburg in July 1996.

Adult Education and Training in the Context of Globalisation

The first stage in this research project consisted of coordinating the production of a book following on from the international conference co-hosted by CACE and CAE, University of Linkoping. The book is entitled "Globalization, adult education and training: Impacts and Issues" and will be co-published with ZED Books.

Staff Research for Higher Degrees

Lucy Alexander is preparing her thesis for an M Phil degree through Dept of Adult Education and extra-mural studies, University of Cape Town on *Edward Roux's construction of adult learners' needs in his education interventions of the 1940s: is there continuing relevance for ABET today?*

Zelda Groener has submitted her doctoral thesis on *Adult Education and Training in the South African Transition: A Study of Policy making* to the University of California, Los Angeles, USA

Joe Samuels is registering for a doctorate with the provisional thesis title: *A critical analysis of the theory and practice of outcomes-based assessment in adult education using an articulation perspective.*

Roy Crowder is working on a doctoral proposal in the area of organisation studies. Four related areas are being explored : studies of and frameworks for understanding the role of unconscious processes in organisations; ethological research into power holding in organisations; theories of charismatic leadership and followership; and research into individual intraorganisational influence strategies.

DRAFT FINANCIAL STATEMENT — UNIVERSITY OF THE WESTERN CAPE - CACE

INCOME AND EXPENDITURE FOR THE PERIOD JANUARY 1996 TO DECEMBER 1996

INCOME	W CAPE CERTIF	N CAPE CER/DIP	GENERAL	NETWKING	N.F.E.	N CAPE SET-UP	CONFER	U.W.C.	TOTALS
ANGLO			R110,000.00						
BP	R100,000.00								
DVV	R125,000.00								
ENGEN		R30,000.00							
IDT		R293,900.00	R53,875.50	R124,452.00					
JET		R320.000.00							
KAGISO									
LIBERTY	RI6,666.00		R16,668.00						
MOTT		R328,875.00							
NEDCOR			R5,000.00						
SIDA		R477,281.00				R917,709.19	R26,108.59		
STEELWKRS					R206,871.15				
UWC GRANT								R37,750.00	
OTHER	R900.00		R119,586.40						
TOTALS	R242,566.00	R1,450,056.00	R305,129.90	R124,452.00	R206,871.15	R917,709.19	R26,108.59	R37,750.00	R3,310,642.83
EXPENDITURE	R112,106.48	R1,013,539.59	R71,337.86	R60,743.95	R126,807.00	R369,557.37	R189,005.60	R84,534.00	R2,027,631.85
SURPLUS/ DEFICIT 1996	R130,459.52	R436,516.41	R233,792.04	R63,708.05	R80,064.15	R548,151.82	(R162,897.01)	(R46,784.00)	R1,283,010.98
B/F 1995 - SUR	R72,084.12		R331,211.38	R8,997.14			R260,750.09		R673,042.73
BIF 1995 - DEF					(R24,189.99)	(R233,409.48)			(R257,599.47)
TOTAL AT END OF 1996	R202,543.64	R436.516.41	R565,003.42	R72,705.19	R55,874.16	R314,742.34	R97,853.08	(R46,784.00)	R1,698,454.24

CONFERENCES & WORKSHOPS ATTENDED

Seminar on *'New Modes of Knowledge Production and Higher Education in South Africa'*, organised by Universities of Stellenbosch and Cape Town, 23 February, was attended by Shirley Walters.

Independent Broadcasting Authority (IBA) seminar on *the role of tertiary institutions in the development of a South African masscommunications industry*, 28 February 1996, Rosebank, Johannesburg, was attended by David Kapp.

Adult Learners Award Ceremony in March 1996 in Bellville, was attended by Tony Sardien.

Launch of the third edition of Career Research and Information Centre's (CRIC) Vocational Education and Training (VET) Directory for the Western Cape, 4 March, Athlone, was attended by David Kapp.

Workshop on the *ETDP Research Programme*, 3- 4 March, was facilitated by Shirley Walters.

Report-back by the Superintendent-General of the Western Cape Education Department, organised by the WCPETF, 6 March 1996, was chaired by Shirley Walters.

A Conference on *Gender and Organizational Change* was co-facilitated by Joe Samuels and Bev Burke 16 - 20 April 1996 in Quebec, Canada.

Seminar on *'Learning boutiques and lifelong learning'* presented by Ole Bisleth at CACE, 18 April, was attended by Tony Sardien, Shirley Walters.

United Steelworkers Visible Minority Conference held on 21 April 1996 in Toronto, Canada was attended by Joe Samuels.

Conference on the *National Qualifications Framework* organised by the Inter-ministerial Working Group, 22-24 April, at the SA Technikon Conference Centre, Johannesburg, was attended by Shirley Walters.

Report-back workshop of the *National Commission on Higher Education*, 28-29 April, Johannesburg, was attended by Shirley Walters.

The National Training Board Workshop on AETASA's proposals for ETDPs, held at the Peninsula Technikon on 30 April 1996 was attended by Tony Sardien.

A workshop on *Education for Democracy*, 3-4 May 1996, organised by Parliament, was attended by Shirley Walters as rapporteur.

Algonquin Community Colleges' Conference on *Anti Racism Training*, Toronto, Canada, on 27 May 1996 was attended by Tony Sardien.

Preparatory conference of experts for the Fifth Conference on Adult Education for Hamburg 1997 was attended by Joe Samuels from 28- 30 May 1996 in Hamburg, Germany.

National Training Board's Education Training and Development Practitioner Project Plenary workshop on *Assessment*, May 1996, was attended by Joe Samuels.

Society of the Learneds' Annual Conference, Brock University, St Catherine's, Ontario, 2 June 1996, was attended by Tony Sardien.

Building Capacity for Assessment Planning Workshop from 24 - 28 June 1996 at Technikon South Africa was attended by Joe Samuels.

Recognition of Prior Learning Conference via e-mail from 24 June 1996 to 16 August 1996, organised by the Centre for Life-Long, Learning Technikon South Africa was attended by Joe Samuels.

Centre for Early Childhood Development's *'Leadership, Management and Organising Training Programme'* on 29 June at the Temple Israel in Wynberg, was attended by David Kapp.

Seminar on *"Building a strong women's movement"* at the Trust for Christian Outreach, Athlone, on 8 August 1996, was attended by Tony Sardien.

The Gender Advocacy Project (GAP) / SA Cultural History Museum(SACHM) / CACE August 9 Womens' Day programme and book launch was attended by numerous staff members.

National Stakeholders Forum's workshop on *Standards setting for ABET practitioners* , 13 - 14 August 1996, Johannesburg, was co-facilitated by Joe Samuels and Shirley Walters.

Association for World Education, twin seminar, Gerlev, Denmark, and Sopron, Hungary, 28 August - 5 September 1996, was attended by Shirley Walters.

Qhubeka *Conference on Anti- Bias* organised by the Early Learning Resource Unit (ELRU) held at the River Club, Observatory, Cape Town from 10 - 12 September 1996, attended by Joe Samuels and Tony Sardien.

Education Training and Development Practices Project Plenary Report back at the Eskom Centre, Johannesburg on 17 September 1996, attended by Joe Samuels.

International Conference on Experiential Learning held from 1 - 6 July 1996 at University of Cape Town, was attended by Roy Crowder, as co-convenor, and Joe Samuels.

Task Team of Standards Generation for ABET practitioners, at the Eskom Conference Centre, Johannesburg held on 17 September 1996, was chaired by Joe Samuels.

Preparatory conference for Hamburg, in Dakar, Senegal, and development of an African declaration and position paper for the Hamburg Conference from 14 - 18 October 1996, involved Joe Samuels.

Dialogue on Transformation in the WCED - one year later, organised by the WCPETF, 17 October 1996, was co-facilitated by Shirley Walters.

Workshop on developing a position and critique of Assessment Guidelines on Assessment from the National Department of Education in Johannesburg on 23 October 1996, was co-facilitated by Joe Samuels.

Pew Roundable Meeting on the *University System in the State of Missouri* held at the University of Missouri, Columbia, USA, 29-30 October 1996, was attended by Shirley Walters.

Seminar on *"National Commission on Higher Education - An enabling framework or gender blind ?"*, presented by Nasima Badsha, 31 October 1996, at UCT, was attended by Tony Sardien.

Consulting to Organisations Workshop, at Tavistock Clinic, London, attended by Roy Crowder during October 1996.

Rape Crisis AGM, in Observatory on the 11 November, was attended by David Kapp.

Public Health Programme, UWC curriculum development workshop for "Planning Community-based Nutrition Programmes, Nov 1996, attended by and partly facilitated by Lucy Alexander.

USAID Information Technology and Agribusiness Workshop, Lusaka,Zambia, from 9-13 December 1996 was attended by David Kapp on behalf of the Rural Foundation.

The Gender Trainers' Network Conference on the Convention on the *Elimination of all Discrimination against Women and the Beijing Platform for Action*, 2 - 4 December 1996, was attended and a work group facilitated by Tony Sardien.

Workshop on Standards Generation for ABET Practitioners held at EDTP Project Offices, Johannesburg on 6 December 1996, was chaired by Joe Samuels.

PAPERS, ARTICLES, BOOKS & PRESENTATIONS

Crowder, Roy
Issues of Adult Education in Transition , Adult Learners Centre, New Town, Birmingham, England, October 1996.

Crowder, Roy
Community Development in a South African and Global Context, Orientation Course, Fircroft College of Adult Education, Birmingham, England, October 1996.

Crowder, Roy and Tony Sardien
Experiential Learning in the Advanced Diploma Course: using popular education methods for the contextual and theoretical study of organisations, presented to delegates of the International Conference on Experiential Learning, during a site visit to CACE, 5 July 1996.

Geidt, Jonathan
Distance Education into Group Areas won't go? Open Learning Vol. 11 No. 1 February 1996.

Geidt, Jonathan
How Research Projects can Empower Communities, Conference of the Association of Tertiary-based Adult Educators, Maseru, Lesotho, April 10 - 13, 1996.

Geidt, Jonathan
Community-based Research for Adult Educators in the Western Cape, Fourth Conference on Learning and Research in Working Life, Steyr, Austria, July 1 - 4, 1996.

Kapp, David and Vainola Makan
"Madonna or Whore ?". Published in the UWC's Gender Equity Unit's Women's Bulletin Volume 3 number 1, January 1996.

Kapp, David
`Documenting "locked away" memories : the Furniture Workers' Struggle in the Western Cape in the 1960's', presented to the Conference on the Future of the Past: the Production of History in a changing South Africa, organised by the Mayibuye Centre, the Institute for Historical Research and the History Department, University of the Western Cape, 10-12 July 1996.

Sardien, Tony
Reflections on the use of Language and the training of Adult Educators - The Grassroots' Adult Education Module, Academic Development, Vol. 2, No. 3, 1996, UWC, Bellville.

Sardien Tony and Joe Samuels
Integrated Contextual Approach, presented at the Early Learning Resource Unit's Qhubeka conference on the 10 September 1996.

Sardien, Tony
The Challenges Facing Male Gender Educators, presented at the Gender Trainers' Network - Community Law Centre's Men's Gender workshop held in Durban 15 November 1996.

Samuels, Joe and Tammy Shefer
A question of difference: a critical reflection on participatory methodologies to challenging "race", class, gender and culture in the classroom, ICEL Conference, UCT, Cape Town from 1-6 July 1996.

Samuels, Joe, Tammy Shefer, Tony Sardien
Race, class, gender, culture : A possible programme, in GLOBALISATION, ADULT EDUCATION AND TRAINING, Zed Books/CACE Publications, London, 1997 (forthcoming).

Samuels, Joe
Status and Recognition of Adult Educators, at WUS Policy Conference held from 11- 13 September 1996 at Eskom Conference Centre, Johannesburg.

Samuels, Joe
International Trends in Adult Education at the Grassroots Graduation ceremony in November 1996.

Samuels, Joe, Minnie Venter, Linda Pithers
Report on Adult Learners Week 1996, AETASA, Cape Town, June 1996.

Samuels, Joe and Fatima Pandy
Report on Adult Learners Week in South Africa , presented at an international seminar on Adult Learning organised by the National Institute for Adult Continuing Education (NIACE) in London from 15-19 May 1996.

Samuels, Joe
Study Tour of Danish Formal Adult Education 29 January - 9 February 1996, report for the Western Cape Education Department. This report formed the basis of the MEC for Education's report to the Western Cape Provincial Cabinet.

Samuels, Joe
Report on the Consultative Conference on Adult and Continuing Education held from 14-18 October 1996 in Dakar, Senegal, Association for Adult and Continuing Education (AACE) News, Summer Issue, Vol. 3 November 1996 and in the Practitioner Talk, Adult Educators and Trainers Association of South Africa (AETASA), December 1996.

Samuels Joe
Linking Early Childhood Development with Adult Education, at the Noord-Oostelike Sentrum Vir Voorskoolse Onderwys (NOSVO) Graduation held in Klawer on 23 November 1996.

Samuels Joe
Celebrate, Participate and Share: Promoting a culture of Life-Long Adult Learning, at the Certificate Ceremony of the Centre For Continuing Education, Peninsula Technikon on 7 December 1996.

Walters, Shirley
Towards a future agenda for adult education research in South Africa within the context of the southern African region, in JOURNAL OF AALAE, Volume 9, Number 2, 1995, AALAE, Kenya.

Walters, Shirley
ABE at universities, presented to a workshop at the Faculty of Education, University of North, Pietersburg, 29 February.

Walters, Shirley
Balancing Equality and Development in Universities after Apartheid: a Focus on Adult and Continuing Education in Jane Elliot, Hywel Francis, Rob Humphreys, David Instance COMMUNITIES AND THEIR UNIVERSITIES. THE CHALLENGE OF LIFELONG LEARNING, Lawrence and Wishart, London 1996.

Walters, Shirley
Education, training and development practitioners (ETDPs) within the reconstruction and development of South Africa in ADULT EDUCATION AND DEVELOPMENT, DVV, Germany No 46 1996.

The article was translated into French *Les agents sur le terrain de l'education, de la formation et du developpement (ATEFD) dans la reconstruction et le developpement de l'Afrique du Sud* in EDUCATION DES ADULTES POUR LE DEVELOPPEMENT No 46 1996 and into Spanish *Facilitadores en educacion, capacitacion y desarrollo (FECDs) en el proceso de reconstruccion y desarrollo de Sudafrica* in EDUCACION DE ADULTOS PARA EL DESARROLLO No 46 1996.

Walters, Shirley and Linzi Manicom (ed)
GENDER IN POPULAR EDUCATION. METHODS OF EMPOWERMENT London, Zed Books/ CACE Publications UWC, Bellville, 1996.

Walters, Shirley and Linzi Manicom
Introduction to GENDER IN POPULAR EDUCATION. METHODS OF EMPOWERMENT London, Zed Books/ CACE Publications UWC, Bellville 1996.

Walters, Shirley
Training gender-sensitive adult educators in South Africa GENDER IN POPULAR EDUCATION. METHODS OF EMPOWERMENT London, Zed Books/CACE Publications UWC, Bellville 1996.

Walters, Shirley
Gender and adult education - An emerging curriculum in TOWARDS A TRANSFOMATIVE POLITICAL ECONOMY OF ADULT EDUCATION edited by Paul Wangoola and Frank Youngman USA, LEPS Press, Northern Illinois University, 1996.

Walters, Shirley
The rainbow nation: Democracy, development and adult education in South Africa, presented to Association for World Education conference, Gerlev, Denmark, 28-30 August 1996.

Walters, Shirley
University initiatives for the training of trainers, presented to an ELRU workshop on 11 May 1996.

Walters, Shirley
Empowerment of women, presentation at the Foundation for Community Work graduation ceremony in Athlone on 7 Dec, 1996.

CONCLUSION

In South Africa, in the Western Cape Province, in UWC, in CACE we have been in a process of rapid transition. Operating on shifting sands, we have been trying to understand what is happening to us, keeping our balance and adapting accordingly. As the year closes it feels as though we have just managed to keep our balance and to make at least some of the required adaptations. We are grateful to a range of people for helping us manage to do this.

We are grateful to our funders for their continued support. We appreciate very much the constructive partnership we have with the MEC for Education and Culture in the Northern Cape Province, Ms Tina Joemat, the Deputy Director-General, Zodwa Dlamini, and their staff.

We wish also to acknowledge the cooperation we have received from the Rectorate, the Dean and Deputy-Dean of the Faculty of Education, Professors Wally Morrow and Dirk Meerkotter, and the many friends on and off campus.

We at CACE believe that Adult Learning is "A Key for the 21st Century" and we look forward to contributing towards this end.

Shirley Walters
Director
with assistance from the CACE staff

January 1997

PRICE LIST OF CACE PUBLICATIONS

People's Education: A Collection of Articles	R 8
People's Education: An Examination of the Concept	R 8
People's Education: A Preliminary Bibliography	R 7
What is People's Education: An approach to Running Workshops	R 7
Light on Learning	R 8
The Story of the Struggle for Democracy	R 7
Education for Democratic Participation	R 25
Literacy, State Formation and People's Power	R 25
Facing the Challenges of the 1990s - Organising for democracy in the Western Cape: Conference Proceedings	R 25
On Our Feet: Taking Steps to Challenge Women's Oppression. A Handbook on Gender and Popular Education Workshops	R 35
Continuity and Change in Community Organisations: Trends in greater Cape Town from 1989 to 1991	R 25
Proceedings of the University-Based Adult Education Conference1993: Education: Issues for the Future	R 40 (out of stock)
Gender, Development and Power:	
Some Issues and Methods for Gender Trainers	R 12
Feminist Teaching Methods for Adult and Popular Educators:	
An Annotated Bibliography	R 10
Adult Education and Women's Needs A New Study of Community organizations in the Western Cape 1994	R 30
Integrating Adult Education and Training: Possibilities and Constraints. Report of a colloquium 21-22 Oct 1994	R 22
Adult Education & Training in South Africa: A Selected Chronology from 1910 to 1995	R 10
Gender in Popular Education. Methods for Empowerment (Published in association with Zed Books in London. CACE has the Southern African selling rights to the publication 1996)	R65

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